

# New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

VOLUME XVII NUMBER 40-2  
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NEW YORK, JANUARY 15, 1881.

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## APPLETONS' READERS NOT A FAILURE IN MISSOURI. Syndicate Tricks Exposed!

### FALSEHOOD.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Smithton."

(Signed.) VAN ANTWERP, BRAGG & Co.'s Advertisement.

### FACT.

This is to certify that Appletons' Readers were adopted in this school soon after the County adoption at Sedalia, January 6th, 1880, and have been in continuous use from that time to the present, and are not likely to be changed for the five years term of adoption, because we regard them as first-class Readers, giving general satisfaction.

(Signed.)

W. H. PAGE, Pres. School Board,  
HERMAN DEMAN,  
I. H. GODBEY,  
W. A. SMITH, Clerk.

Smithton, December 10, 1880.

### MISREPRESENTATION.

"MCGUFFEY'S REVISED READERS adopted at Windsor, Mo."

(Signed.) VAN ANTWERP, BRAGG & Co."

### THE TRUTH.

McGuffey's Revised Readers are not in use in the Public Schools of Windsor, Respectfully,

B. F. MILTON.

Windsor, December 18, 1880.  
Appletons' Readers are, and have been for months, in exclusive use in Windsor Public Schools.

### IMAGINARY.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Kirksville."

(Signed.) VAN ANTWERP, BRAGG & Co."

### REAL.

Appletons' "Fifth Reader," is used in Kirksville High School.

(Signed.)

G. A. SMITH,

November 20, 1880.

Supt. Schools, Kirksville.

See Prof. Smith's Certificate next column.

### A BREACH OF VERACITY.

"MCGUFFEY'S REVISED READERS adopted for the Public Schools of Georgetown."

(Signed.) VAN ANTWERP, BRAGG & Co."

### VERACITY.

We have seen a circular signed by Van Antwerp, Bragg & Co., stating that McGuffey's Revised Readers have been adopted for use in the Georgetown Schools. We wish it distinctly understood that the statement is false. Appletons' Readers have been in use in our schools since last February. They give entire satisfaction, and we expect to keep them for the next five years.

Respectfully,

W. R. FORD, Clerk, Public School. ALEX. DOW, Pres. School Board.

### POETIC LICENSE.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools at Warsaw."

(Signed.) VAN ANTWERP, BRAGG & Co."

### NAKED TRUTH.

This is to certify that the Agent for McGuffey's Revised Readers came to this town lately, ostensibly to lecture on the subject of Education: that he, unauthorized by the Board, changed Appletons' New Readers, the adopted books for Benton Co., giving McGuffey's Revised Readers AT EVEN EXCHANGE.

After the Board became cognizant of this unlawful transaction, an order was immediately made for the restoration of APPLETONS' READERS, which are now exclusively used in Warsaw.

(Signed.)

S. K. CRAWFORD, President,

JOB. SPENCER, Secretary,

CHARLES SCHMIDT,

Warsaw, Mo., December 4, 1880.

Board of Education, Warsaw, Mo.

### STRETCH OF IMAGINATION.

"Appletons' Readers have been tried, found wanting, and discarded as a failure from the public schools of Marshall."

(Signed.) VAN ANTWERP, BRAGG & Co.'s Advertisement.

### STERN REALITY.

In response to the question: "What series of Readers are used in the public schools of Marshall?" the question was answered:

"We use Appletons' Series of Readers in our schools."

Marshall, Nov. 24, 1880.

(Signed.)

J. P. STROTHER, Director

### "TRUTH CRUSHED TO EARTH SHALL RISE AGAIN."

MCGUFFEY'S REVISED READERS adopted for Leading Cities and Towns in Missouri, including Lancaster, St. Charles, Kirksville, Lamar, etc.

(Signed.) VAN ANTWERP, BRAGG & Co."

### "IN THE MOUTHS OF THREE WITNESSES ALL THINGS SHALL BE ESTABLISHED."

Appletons' Readers never were used in the Public Schools of St. Charles.

L. S. HOLDEN.

Appletons' "Fifth Reader" is used in Kirksville High School.

(Signed.)

G. A. SMITH,

Superintendent Schools, Kirksville.

November 20, 1880.

### LATER.

"Some of the Third, a little more of the Fourth, and a great part of the Fifth, of McGuffey's Revised Reader is a rehash of McGuffey's New Series. We have ceased using the Fifth because it lacked interest."

(Signed.)

G. A. SMITH, Supt. Schools, Kirksville.

Excepting one room, Appletons' Readers were never used at Hannibal, and that, the Fifth Book of the Series, while McGuffey's Revised Readers are not to-day nor have they ever been used in the Public Schools of Hannibal, excepting in one room.

McGuffey's Revised Readers are used in the Public Schools of Lamar. I think we might get a much better Series.

(Signed.)

W. E. TIPTON, Principal Public School.

### A LIE WELL-STUCK TO IS AS GOOD AS THE TRUTH.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Cole Camp, Mo."

(Signed.) VAN ANTWERP, BRAGG & Co."

### THE TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE TRUTH.

"The statement that Appletons' Readers have been tried and found wanting, or displaced by the School Board of Cole Camp, was made without authority of the Board of Directors, for the Appleton Readers have been continuously in use since their adoption, and are giving entire satisfaction to parents and teachers."

(Signed.)

L. GROTH, Pres't of Board.

Cole Camp, December 23, 1880.

JOHN AHRENS, Secretary.

### FAILURES STILL CONTINUED.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Lancaster, Mo. McGuffey's Revised Readers adopted."

(Signed.) VAN ANTWERP, BRAGG & Co."

### DISCARDED TWO WEEKS AFTER ADOPTION.

McGuffey's Revised Readers were adopted at Lancaster, Mo., in September, 1880, and Appletons' re-adopted two weeks thereafter, and are now used in the schools of that city.

### VISIONARY, FLEETING.

"MCGUFFEY'S REVISED READERS adopted for leading Cities and Towns in Missouri, including Calhoun."

(Signed.) VAN ANTWERP, BRAGG & Co."

### STABLE, RELIABLE.

Appletons' Readers have this day been re-introduced into the Public School of Calhoun.

(Signed.)

December 21, 1880.

M. McCANN, Principal Public School.

### DECEPTION.

"Appletons' Readers have been tried, found wanting and discarded as a failure from the Public Schools of Kimswick, Mo."

(Signed.)

VAN ANTWERP, BRAGG & Co."

### ILLUMINATION.

We use Appletons' New Readers in the Public Schools of Kimswick."

(Signed.)

F. M. GILLILAND,

January 1, 1881.

Principal Kimswick Public School.

Springfield, Chillicothe, Cape Girardeau, Washington, Union, Richmond, Memphis, Macon City, as well as nearly all other large towns, of counties in Missouri adopting McGuffey's Readers, refuse to use them although they were offered as a gift, and Appletons' remain in use.

More than 300 large towns, villages and cities in Missouri, including Kansas City, Independence, Mt. Vernon, California, Ste. Genevieve, Sedalia, Warrensburg, Carthage, Kirksville, DeSoto, Joplin, Palmyra, Carrollton, New Madrid, Clayton, Farmington, N. Springfield, Moberly, use Appletons' Readers.

D. APPLETON & CO.,

NEW YORK, BOSTON,  
CHICAGO AND SAN FRANCISCO.



# McGuffey's Revised Readers AND SPELLER.

McGUFFEY'S REVISED READERS are the most attractive series published. They cover a wider range of the best English Literature than any other series. They contain selections from more than 200 standard authors. They are better and more profusely illustrated than any other series. They are embellished with 250 new engravings by 60 of the best American artists. They are adapted to modern methods, and most carefully graded. The Typography, Printing and Binding are in the highest style of the book-making art.

	Exchange.	Introduction.
McGUFFEY'S REVISED FIRST READER,	.10	.16
McGUFFEY'S REVISED SECOND READER,	.15	.30
McGUFFEY'S REVISED THIRD READER,	.20	.42
McGUFFEY'S REVISED FOURTH READER,	.25	.50
McGUFFEY'S REVISED FIFTH READER,	.50	.72
McGUFFEY'S REVISED SIXTH READER,	.40	.85
McGUFFEY'S REVISED ECLECTIC SPELLER,	.10	.18

From Prof. David Swing, Chicago.

"I can not but wish the teachers had made us bound the State less, and solve fewer puzzles in 'position' and the 'cube-root,' and have made us commit to memory all the whole series of the McGuffey Eclectic Readers.

"The memory that does come up from those far away pages is full of the best wisdom of time or of the timeless land. There we all first learned the awful weakness of the duel that took away a Hamilton; there we saw the grandeur of the 'Blind Preacher' of William Wirt; there we saw the emptiness of the ambition of Alexander, and there we heard even the infidel say, 'Socrates died like a philosopher, but Jesus Christ like a God.'

Prof. Swing wrote to the publishers concerning the above tribute to McGuffey's Readers:

"I am willing that any words of mine upon education shall be used anywhere, for the education of the children is the chief end of man. The Revised Series of McGuffey's Readers is one of the moral wonders and beauties of the age."

From the Literary World, Boston.

"We must say of McGuffey's Revised Readers that the selections, both in prose and verse, are uncommonly good; the gradation is judicious; and our most eminent authors are represented.

"Their great charm, however, is in their pictures, which it is no exaggeration to say are in the best style, both as respects drawing and engraving, now compassed by American art. There are any number of cuts scattered lavishly through these books, which are equal in beauty and design and delicacy of execution to the best work that has been seen in the magazines. We can say no more."

From the American Stationer, New York.

"An event which is noteworthy for the influence it will exert upon the future is the new edition of McGuffey's Readers, by Van Antwerp, Bragg & Co. The point to which I refer is the marvelous excellence of the engravings. Money could buy nothing better in that line, and the engraver can produce nothing more perfect."

From Prof. Edward S. Joyner.

University of Tennessee.

Van Antwerp, Bragg & Co.

"I have received the beautiful series of McGuffey's Revised Readers, which you have been kind enough to send me, and I congratulate you upon the completion of a work which has added so greatly to the value and beauty of these standard and justly valued books.

"I was a pupil of Dr. McGuffey, and have always regarded him as among the wisest and best American educators. I know that he regarded these Readers as the most important work of his life—highly useful as it was in other respects.

"This revision is a worthy tribute to his memory, for which I take the liberty of thanking you; and I hope the series may long hold its honored place in the favor of the American public." EDWARD S. JOYNES.

## City of St. Louis.

FROM THE REPORT OF COMMITTEE ON COURSE OF STUDY.

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the Revised edition of McGuffey's Series of Readers is much superior to Appleton's, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MAGINN,

WM. BOUTON,

JOHN J. MCCANN,

EDW. HUMMELL,

JOHN GILWEE,

Of the Committee on Course of Study.

At a Special Meeting of the Board of Education of the City of Saint Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study, was accepted, and McGuffey's Revised Readers adopted for the Saint Louis Public Schools by a vote of 18 to 6.

## City of Cincinnati.

FROM REPORT OF TEXT-BOOK COMMITTEE.

"We believe that the Revised Series of McGuffey's Readers are the best adapted to the requirements of the schools.

"The demand for fresh reading matter is fully and well supplied, while there are many advantages gained by the retention of the same plan and gradation which have always heretofore proved so well adapted to our course of study.

"All other series presented have the fatal defect of consisting of only five books, and not sufficient reading matter. Our course of study requires six books and the full amount of reading matter contained in McGuffey's series.

"We, therefore, recommend the substitution of McGuffey's Revised Readers for the series in use; and that the proposition of the publishers, herewith submitted, for supplying the same be accepted."

W. H. MORGAN, Chairman, E. C. WILLIAMS,  
SAMUEL BAILEY, Jr., W. W. MORROW,  
Of the Committee on Course of Study and Text-Books.  
June, 28, 1880.

THE REPORT OF THE COMMITTEE WAS ACCEPTED, AND McGUFFEY'S REVISED READERS ADOPTED BY A VOTE OF 28 TO 1.

## City of San Francisco.

DEPARTMENT OF PUBLIC SCHOOLS.

SAN FRANCISCO, CAL., May 12th, 1880.

At a meeting of the Board of Education held on the 3d inst., a proposition was received from MESSRS. VAN ANTWERP, BRAGG & CO., offering McGUFFEY'S REVISED READERS for use in the public schools of this city.

After propositions were read from other publishers for Readers and other books, Director Wadham offered the following resolution:

RESOLVED, That the contract for Readers be awarded to Van Antwerp, Bragg & Co., of Cincinnati, on the terms of their proposition, and that McGuffey's Revised Readers be and the same are hereby adopted for use in the public schools of the city and county of San Francisco, for the next four years, commencing July 1st, 1880.

(Signed,) GEORGE BEANSTON, Secretary.

The above resolution was adopted, and McGUFFEY'S REVISED READERS are now in exclusive use in the public schools of San Francisco.

1,000,000 {Over one million already introduced.} 1,000,000

McGUFFEY'S REVISED READERS WERE FIRST ISSUED ONLY A LITTLE MORE THAN ONE YEAR AGO. WITHIN THIS SHORT PERIOD THEY HAVE BEEN ADOPTED AND INTRODUCED BY THE BOARDS OF EDUCATION OF THE FOLLOWING IMPORTANT CITIES AND TOWNS—A SUBSTANTIAL AND SIGNIFICANT RECOGNITION OF THEIR SUPERIOR INTRINSIC VALUE.

New York City,	Brooklyn,	Saint Louis,	San Francisco,	Chattanooga,	Terre Haute,	Topeka,	Piqua, O.
Hoboken,	Paterson, N. J.	St. Joseph, Mo.	Sacramento,	E. Saginaw, Mich.	Dubuque,	Joliet,	Wooster, O.
Fort Wayne,	Burlington, Iowa,	Hutchinson, Kan.	Charleston, Ill.	Cedar Rapids, Ia.	Kirksville, Mo.	Columbus, O.	Dublin, Ind.
Sandusky,	Paris, Ky.	Shelbyville, Ten.	Lexington, Ky.	Portsmouth, O.	St. James, N. Y.	Buffalo, Mo.	Franklin, Ind.
Oakalosa,	Iowa City,	South Bend, Ind.	Dayton, O.	Valparaiso, Ind.	Sullivan, Ind.	St. Charles, Mo.	Mound City, Mo.
Chillicothe, O.	Bucyrus, O.	Carbondale, Ill.	Richmond, Ind.	Seymour, Ind.	Clinton, Ill.	Danville, Ky.	Princeton, Mo.
Greenville, Mich.	Massillon, O.	Litchfield, Ill.	Concordia, Kan.	Americus, Ga.	Taunton, Mass.	Owingsville, Ky.	Carlisle, Ky.
Mexico, Mo.	Savannah, Mo.	Labette, Kan.	Cynthiana, Ky.	Byhalia, Miss.	Columbus, Kan.	Manchester, Tenn.	Elizabethton, Ky.
Newport, Ky.	Carrollton, Ga.	Gambier, O.	Corning, Ioa.	Elk Falls, Kan.	Essex, Ioa.	Lacon, Ill.	Cynthiana, Ky.
Greensburg, Ind.	Wichita, Kansas,	Canton, O.	Waterville, Kan.	Essex, Ioa.	Columbiana, O.	Carmi, Ill.	Salem, Ill.
Antrim, N. H.	Zanesville, O.	Remington, Ind.	Wadsworth, O.	Oberlin, Kan.	Gallion, O.	Clay City, Ill.	Columbia, Ill.
Wilmington, Ill.	Garroll City, Ia.	Effingham, Kas.	Eaton, O.	Findlay, O.	Conneaut, O.	Paola, Kan.	Astoria, Ill.
Los Angeles, Cal.	Georgetown, Ky.	Steubenville, O.	Connersville, Ind.	Troy, O.	Whitesville, Mo.	Wauseon, O.	Eldorado, Kan.
Urbana, Ill.	Savannah, Mo.	Middleton, Mass.	Cuthbert, Ga.	Atlantic, Iowa.	Ashtabula, O.	Wash'n C.H., O.	Norwalk, O.
California, Pa.	Fredericktown, Mo.	Anderson, Ind.	Clarksville, Ten.	Circleville, O.	Xenia, O.	Ravenna, O.	Covington, O.
Newark, O.	Columbus, Ind.	Hamilton, O.	Ashland, Miss.	Carlinville, Ill.	Warsaw, Ind.	Sidney, Ia.	Elyria, O.
Flora, Ill.	Ark. City, Kan.	Manassas, O.	Pierce City, Mo.	Olamon, Me.	Mooreville, Ind.	Hartford City, Ind.	Bloomington, Ind.
Scandia, Kan.	Flushing, N. Y.	Gallatin, Mo.	Girard, Kan.	Franklin, Ind.	Dalton, Mo.	Lawson, Mo.	Winthrop, Ia.

AND 500 OTHER CITIES AND TOWNS.

VAN ANTWERP, BRAGG & CO., Cincinnati and New York.



# New York School Journal.

## THE NEW YORK SCHOOL JOURNAL,

Publishes EVERY SATURDAY at

21 Park Place, N. Y.

—BY—  
E. L. KELLOGG & Co

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Subscriptions for any portion of a year will be received. If the papers for a club are to be sent to one address, the publisher desires to have for reference the names of all the subscribers. He therefore requires that each club subscription be accompanied with a list of the names and addresses of the persons who are to use the paper.

Additions may be made at any time to a club, at the same rate at which the club, as first formed, would be authorized to subscribe anew. Such additional subscriptions to expire at the same time with the club as originally ordered. The new subscribers to pay pro rata for the time of their subscriptions.

Subscribers asking to have the direction of a paper changed should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent. All addresses should include both county and state.

Any person writing to renew either a single or club subscription in connection with which his name has not before been known to the publisher, will please give the name of the person to whom the paper or papers have heretofore been sent.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

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New York, January 15, 1881.

We want several copies of the SCHOOL JOURNAL of Oct. 2, 1880, and will thank our friends to send them to us.

### National Educational Association.

The Department of Superintendence will hold its meeting in New York City February 9th and 10th at Association Hall, corner 23rd Street and 4th Av.

Wm. T. Harris, LL.D., of St. Louis, Mo., who has just returned from Europe, will read a paper on the "Present Aspect of Public Education in America and Europe."

Charles O. Thompson, Ph.D., of Worcester, Mass., will read a paper on "Conservation of Pedagogic Energy."

Hon. John Eaton, U. S. Commissioner of Education, will read a paper on "Educational Appliances in National Museums." Among the subjects to be discussed are—"Weak Places in our Systems of Public Instruction," and "National Aid to Education." It is hoped that Senator Brown of Georgia may be secured to speak on this last topic.

Arrangements have been made for reduced rates at hotels, and the executive committee will spare no effort to make the meeting a profitable and pleasant one.

### The Teacher's Influence.

What a teacher has his pupils learn is one thing; what impression he makes on them is another. All teachers have an influence over their pupils for good or evil. And that influence is in proportion to the real interest felt for the

welfare of the pupils. No teacher can fully succeed short of a heartfelt desire to better the condition of every child in charge. All mechanical means fail. Children are hard to deceive. They know intuitively the feelings of the teacher toward them. If they are thought of as "brats" they feel it and know it, and the influence for good is wholly gone. Teach for the money and through necessity you who will, but remember you cannot be what you are not, nor be to your pupils what you would be. No pupil was ever much improved by simply increasing the discipline. The love and manifested interest of a sincere teacher will arouse in turn the love and interest of the pupil for him or her, and the work at hand. The best pupils are easily attached by confidence in them, the others must be won by our tact if we would make the school an entire success. We fail when we fail to enlist the interest of all.

### Results.

The "New Education" is addressing itself to new ends. Its ends are the improvement of human faculties as a whole. A faculty is that which is capable of doing something. The term is usually restricted to the intellectual activities—while we speak of moral powers and physiological functions. But the terms are all synonymous—they mean, having power of action.

It is a law of our being that a faculty is improved by judicious exercise. Rational teaching aims to supply this judicious exercise in every faculty. Its results are physical, intellectual, and moral well-being. It measures a man by what he is—not by what he knows. It even assumes that one may easily know too much. Facts are used as means, not as ends. The end sought in intellectual exercise is intelligence—the power to deal with facts. This power is quite consistent with ignorance of enough matter to fill several encyclopedias. General intelligence is not omniscience. Rational teaching has even a use for ignorance. Knowledge is something when used as a means—it is crushing when used as an end. Judicious exercise embraces quantity and quality. You may give wrong exercise, or you may give too much. In either case you defeat the end of rational teaching.

The "old education" proceeds on the maxim that "knowledge is power." The new says that knowledge may possibly be a weakness. Its maxims are that intelligence is power—character is power—health is power. A weak person may impart mere knowledge. A person of contemptible qualifications may cram. But it takes greatness to promote health, intelligence, and character—the great results of the new teaching.

### For the Twentieth Century.

Has the thought ever come to the teachers, that they are sowing seed that shall bring forth the fruit that shall influence for good or for ill the destinies of the United States for the twentieth century? Twenty years hence the scholars whom they are now instructing will be the men and women whose influence will mould the future of the Republic. Look back twenty years and recall your early teachers, and remember the faithful ones who endeavor to teach aright and to build up manly and noble characters in their pupils, and call to mind the schoolmates who have lived out in their lives these noble lessons, and who to-day command the honor and respect of all who know them; and, on the other hand, call to mind those who have disregarded those lessons, and whose lives are full of dishonor, falsehood and shame. How does the sense of the responsibility of your position come upon you?

Yes, your labors and influence will go over into the twentieth century. Hence we say throw the whole weight of your influence, and of your power as an instructor in favor of purity and integrity of character, of nobleness of aim and purpose, of honorable conduct in all the minor duties and acts of daily life. Are your pupils truthful, high-toned and manly? Is the morale of your school what it should be? Think of the twentieth

### The Philosophy of Education.

#### INACCURATE DIRECTIONS.

That very incorrect conceptions of the work of the teacher exist in the mind of many teachers is too apparent to need argument. This is one cause of the slow progress of the art of teaching. It can only be cured by a comprehension of the terms that explain mental processes; and this in turn requires long and careful study. It requires more—it requires accurate thinking. The conductors of teachers' institutes are too often exceedingly careless in the use of terms that designate the mental steps to be taken by the pupil. There is a general truth in the mind of the institute instructor, or conductor of the teacher's meeting, but it is stated with no accuracy. In short the philosophy of education is not understood. Some of the most common errors are these.

*Train the Pupil to Think Correctly.*—This is a very common direction; it is one heard in all teacher's classes. It seems to be supposed that thinking is an artificial process, instead of being like digestion, a natural process. If one cannot think without learning how, it is because he is an idiot. When an object affects the senses thought follows. There is first of all a perception. By perception we become immediately conscious of the qualities of natural objects. Out of our perceptions arise certain judgments; these judgments arise necessarily and intuitively.

The minds of children should first be exercised on what comes within the range of their experience; this the teacher can do. He can select the object the child is to examine. Thought is usually applied to the construction of judgments. The child sees a rose; he is conscious of redness—he must think "the rose is red" because he is so made.

The judgment can be exercised and strengthened. He can demand a judgment of the pupil; he can ascertain whether he has formed correct judgments. If not, he can show him the failure and he will learn to avoid the error. He may conclude, like the Irishman, that the red light on the railroad is caused by the red oil that is used; the teacher can show him the real cause.

*Teach the pupil ideas.* Now an idea is the image of an object, or it is a conception or a thought. It is true that much teaching is valueless because the pupil gets no ideas; this results from the inappropriateness of the teaching; it is not fitted to the child's stage of development. The child forms the idea himself, you cannot teach it to have them. At first in every act of memory there is an image recalled which is connected with the actual impression produced by the object; after a time this image is modified so that we lose sight of its connection with the object. Thus we obtain a store of ideas. We show a child a book; we write its name on the blackboard; we repeat it. After a time the name suggests the idea of a book.

Now it is perfectly possible for a teacher to teach so that the pupil accumulates ideas; teaching that fails to do this is useless. But the pupil cannot be taught ideas, or learn ideas; they produce themselves. They are the products of sensations. If it be asked, What can the teacher do? we reply: He can establish habits of action; for example, 1. Continuous Attention. 2. Careful Observation. 3. Vivacity, Earnestness, Mental Activity, Promptitude. 4. Docility, Veneration, Obedience, Order, Exactness. 5. Self-reliance, Thoughtfulness, Self-culture, Self-examination, Self-control. 6. Concentration—Abstract Attention, Systematic Study, Analytic Examination, Distribution, Classification of Knowledge, Decision of Character, Strenuous Application. 7. Reflection, Candor, Devotion to truth, Self-dedication, The Philosophic Spirit, Correct judging, speaking, writing and feeling.

MUNKACSY's picture of Christ before Pilate, which is now nearly finished, has been sold for 150,000 francs.

THE Sultan is about to marry off two of his daughters, young things not yet fifteen years old. The bridegrooms, who are Turkish cavalry officers, have been allowed to choose their wives for themselves, and for dowry each receives a palace, many slaves, and a present of money.



## Teachers' Institutes in France.

By a decree dated Aug. 10, 1890, the Minister of Public Instruction in France, has directed the establishment of Teachers' Institutes, or, as he calls them, Pedagogical Conferences, in every canton or arrondissement throughout the whole country. The details of their management are left to local offices, but all teachers are required to attend, and provision is made for the payment of their expenses, one half by the government and the other half by the authorities of the department. The French believe that it was the Prussian schoolmasters rather than the Prussian soldiers that beat them in the late war, and they mean to use their own schoolmasters in organizing the coming struggle that already begins to loom up on the distant horizon. They are spending vast sums of money on their armies, but they are even more liberal in their expenditures for schools. Their wisest statesmen begin to see that in its last analysis the problem of government consists in the problem of education, and that if the latter is solved the former will solve itself.

The decree directing the establishment of the institutes sets forth some good arguments in their favor, and some directions as to their management, which have the same force in America as in France. We translate a few paragraphs as follows:

"It is important that our teachers should escape the influence of isolation which paralyzes little by little the strongest will. Young or old, educated in a normal school or otherwise, our teachers have need to make every effort to avoid being disheartened or falling into routine. To aid them, to keep each of them alive to their work, nothing can be better than the co-operation and conference of the whole body to which they belong, whose interest it is to allow none of its members to become enfeebled or to fall behind. In the periodical institute, teachers learn not only to discuss in common questions of method, points of doctrine, books and processes, and all the details of school organization; but they find there an opportunity of forming fraternal relations with their co-laborers, and of enjoying a closer communication with their leaders and the officers who direct them. That is to say, by meeting and acting together at an institute, they create among themselves that *esprit du corps* and that professional solidarity which are calculated to give them as a body dignity and power."

"There should be considered at these institutes only such matters as relate to education, theoretical or practical. The discussions should not be allowed to scatter out upon other subjects.

"It is desirable that the members of the institutes should study educational subjects mainly from a practical point of view. Too often, questions of education serve as a theme of vain declamation. Chimerical plans and empty and ambitious theories have heretofore compromised rather than advanced progress. Teachers should convince themselves that pedagogy is a positive science, which rests upon experience. The conclusions of the institutes should be reduced to practice, and illustrated by teachers in the classes from their schools before their fellow-members. Such exercises could be followed by discussions founded on observations taken from life. To enjoy in common the fruit of the educational experience of the members as a whole, to communicate mutually the little discoveries each has made in the school-room, to clear up by discussion not only the learned systems but the actual realities of the primary school, is the true end of a teachers' institute and the reason of their just popularity."

A new cable has been laid between Ireland and Newfoundland, making four separate cables owned and operated by the Anglo-American Telegraph Company.

The province of Tarpaca, Peru, has eight factories in operation which produce annually 350,000 pounds of iodine. Three other factories are being constructed. The iodine is extracted from the waters of saltpetre.

**SMALL SALARIES.**—This is the great bane of our common schools. The wages are often reduced to such a pittance that competent teachers are driven out and their places filled by a set of bungling ignoramus who are too lazy to saw wood, too ignorant and unskillful to do anything else requiring a much higher grade of intelligence. These may seem like harsh words, but they are true ones and need to be said. The schools will never be what they should till sufficient wages are paid to justify competent teachers to remain in charge of them.—*Iowa Normal Monthly.*

## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

## Language Lessons.

By ANNIS E. GILL, Cook Co., Ill.

## THE PRIMARY CLASS.

In connection with reading teach the use of the period and capital letters. This can easily be accomplished by using them. Begin something in this manner. Place a word on the blackboard, and allow all that can to write a sentence containing that word. Now call upon different pupils to rise and read the sentences which have been composed; of course you must choose such words first as can be formed into assertions. Let the teacher write a sentence using the word. Look at the slates to see that the capitals are used properly. Then give out more words than one, for the basis; next require more than one sentence containing these words. Place a few words or parts of sentences, forming a skeleton, on some easy subject to be filled up by the scholars. Create variety by presenting some new feature daily; such as selecting different scholars to give or write a new subject. Occasionally read something to the pupils and question them on it, until satisfied they understand it, then let them commit to writing all they can recollect of it. Allow this work to be read aloud and criticised.

After having developed thoughts in regard to familiar objects to such a degree that they can tell something about them, let the pupils commit these thoughts to writing. By degrees, through conversations, take up letter writing in a simple form. The writing of letters should be produced until it can be done with ease. In this manner language becomes a rational and useful study, because so simple and practical as to be easily understood, and children are lead gradually into that dreadful and unexplored region known as "Composition" writing. The teacher must vary the exercises frequently, and thus avoid failure from monotony, and be, also, should read the works of our best writers to acquire good language and fluency of expression.

## Pronunciation.

There are many words, wrongly, badly, slovenly, or inaccurately pronounced. From the *Orthoepist*, a new volume by D. Appleton & Co., we select a number of words that need special attention. It will be profitable to copy these on the blackboard and pronounce them in concert:

Ab-do'-men, ab-sorb' (not zorb), ab'-stractly, au-ces'-so-ry, ac-cl'i'-mate, ac-cost' (not kawst), a-con-ter (not cow), ac-cou'-stics (kow, not coo), a-cross (not kraw), a-cros'-tic (not krow), ad-a-man-te'-an, ad-ap-ta'-tion, ad-he-sive (zive), A-do'-nis, ad-vance' (nearly vahnce, not a in fat), ad-verse (not varse), ad-ver-tise-ment, Ae-ne'-id, a'-ged (not ajd, except in compound words), ag'-ile (short i), al-a-bas'-ter, al'-bu-men, al'-ge-bra (not long a in last syllable), a'-li-as (short i), al-le'-giance (three syllables), al-ly', a'-qui-line [ak'-we-lin], Ar'-ab [not A'-rab], arc'-tic [not ar'-tik], a'-re-a [not a-re'-a], a-re'-o-la, A-ri'-on, A'-sia (A'-she-a), as-pir'-ant [long i], as'-sets, as-so-ci-a-tion [she-a-tion], at-ti-cu'-um, ate (never say "I et my dinner"), al-pac-a (not al-a-pa-ka), al'-pine (short i), al-ter'-nate (not awl-tur-nate), antipodes [not antipodes], Aph-ro-di'-te, a-pod'-o-sis, ap-o-the'-o-sis, ap-pa-rent [not long a in pa], ap-pa-ra'-tus [long a in next to last syllable], a'-pri-ot, Aubert [o, bar', long o, long a], Au-ge'-an, alms (not short a), al-mund (a'-mund), Buoy (bwoy as in do), bade (bad not be-neath (th as in this), be-neath (th as in this), Ber-lin (Ber'-lin), Bing'-en, Bis-marck (not biz), bi-tu'-men (not bit-u-men), bla'-tant (long a in bla), bom'-bast (bum'-bast), bon-net (not bunnet), booh (th as in this), bou-quet' (bo-ka'-o as in do), bourn (born—long o), bow-sprit (long o), bra-va'-do (long a in va), brig'-and (not brig-and'), brig-an-tine (long i in tine), bro-mine (short i), bro-mide (short i), Bron-chi-tis (bron-ki'-tis), Buddha (bood-a), long a, bad'-i-nage (uash), bath (short a), balm (not short a) Bal-mor-al (not mor-al), been (bin, though pronounced with long e in England, the best authorities there mark it with a short i), base-relief (short a—don't omit the e), begone (short o—not gawn), Be-he-moth, bel-lows (be-lus).

Two American steamers loaded with grain recently entered the port of Revel, Russia, a circumstance unprecedented in the annals of Russia commerce. Hitherto the wheat production of that country has afforded a large amount for export above the quantity necessary for home supply.

## Lessons on Color.

The pupil should receive *Lessons on Color*. He should be taught to distinguish and name all the principal colors. Such lessons can be given only by visible illustrations, since color can be learned only by seeing it. Every school should, therefore, be supplied with a "Chart of Colors," and a "Box of Small Color-cards." It will be well, also, to have specimens of worsteds, pieces of silk, colored papers, flowers in their seasons, autumn leaves, etc. There should also be a glass prism to analyze a sun-beam, and colored crayons for the blackboard.

The teacher will first present the principal colors on the color chart, and then pass around the small cards or hold them up before the pupils, and have them name the colors. Worsteds, flowers, leaves, and other colored objects, may be used in the same way.

The following facts and definitions will suggest to the teacher a proper course of instruction in color.

There are three Primary colors,—Red, Yellow, and Blue. These are called *primary* colors, because all other colors may be formed from them.

The three primary colors, if mixed together, will produce white light. Paint them on a wheel in three equal parts, then revolve the wheel, and it will appear white.

There are seven Prismatic colors,—Violet, Indigo, Blue, Green, Yellow, Orange, and Red. These are called *prismatic* colors because a ray of white light, passing through a glass prism, will be divided into these seven colors. The order of these colors can easily be retained by the word *vibgyor*.

Secondary colors are those which are formed by mixing the primary colors. The secondary colors are, Orange, Green, Indigo, and Violet, or, instead of the last two, Purple.

Orange is formed by mixing red and yellow. Green is formed by mixing blue and yellow. Purple is formed by mixing red and blue.

The different varieties of *Red* are Maroon, Crimson, Scarlet, Carmine, Vermilion, and Pink. The different varieties of *Yellow* are Citron, Lemon, Canary, Straw, and Yellow. The different varieties of *Blue* are Indigo, Ultramarine, Prussian Blue, Light Blue, and Sky Blue. The different varieties of *Green* are Olive Green, Emerald, Pea Green, and Bright Green. The different varieties of *Purple* are Royal Purple, Purple, Violet, Lilac, and Lavender. The different varieties of *Orange* are Dark Amber, Orange, Salmon, Buff, and Cream.

*Brown* is usually composed of red, yellow, and black, sometimes modified by the addition of white. The varieties of *Brown* are Chocolate, Russet, Snuff, Drab, and Tan. *Gray* is composed of black and white, with a slight mixture of red, yellow, or black. The different varieties are, Slate, Pearl Gray, Steel Color, and French Gray.

*Tertiary* colors are formed by mixing two secondary colors, or three primary colors in the proportion of two parts of one and one part of each of the other colors. The tertiary colors are Citrine, Olive, and Russet.

There are several varieties of colors, indicated by their *Shade*, *Tint*, *Hue*, and *Tinge*. A *Shade* is formed by mixing black with any color, so as to make it darker than the original color. A *Tint* is formed by mixing white with any color, so as to render it lighter than the original color. A *Hue* is formed by combining two colors in unequal proportions; as, a little yellow mixed with pure red gives scarlet, a *hue* of red. A *Tinge* is a slight coloring or tincture added to the principal color; thus, green, if it has a slight coloring of yellow, is said to have a *tinge* of yellow.

Two colors which, when united, produce white light, are said to be *Complementary*. Thus red and green, orange and blue, yellow and purple, are complementary colors.

By the *Harmony of Colors*, we mean that relation of certain colors, which gives special pleasure to the eye. The complementary colors are harmonious. Since two colors are harmonious, which when mixed together produce white light, for harmony of color we must have one primary and one secondary color. The teacher may show the pupil that in the scale of prismatic colors, the harmonious colors stand to each other in the relation of *fourths*, like one of the richest chords in music.

The teacher may show the application of the harmony of colors, by asking questions about ladies' wearing apparel, furnishing a room, arranging a bouquet, etc.—*Edw. Brooks, Methods of Teaching.*



## The Teacher's Knowledge of the Scholar's World.

The adaptation of the teacher to the scholar's world is a requisite in successful Sunday-school instruction. Acquaintance with that world is another primary necessity. The hour of instruction in Sunday-school is only one out of the hundred and sixty-eight hours of the week of a child's life; and even for this brief hour the child is not his true self, for company manners and the conventional religious stiffening of Sunday prevail.

Does the teacher know the scholar's world, or the surroundings from which he comes to the school, and to which he returns as to his native customary social soil?

What are the parents to the child? What are the influences of his home life; who are the child's associates? Who are the playmates? How are these children taught to look upon life? What business principles do they learn at home? What books and newspapers come to the house? I remember a mother telling me, when I went to see the home of one of my scholars, that she was glad to see me, for she wanted to know which of two low actresses I thought was the handsomest! From that day on I knew what sort of a home my dear little boy had. Then think of the life of the apprentice, the surrounding, the companionship; the temptations to the low theatre-going and gross spectacular plays.

Here and there a Benjamin Franklin arises out of this coarse low life, but these are the rare exceptions. The daily influence of a profane or dishonest employer, or obscene companions, calls for more knowledge and influence on the teacher's part than that which can be imparted in the single hour of Sunday instruction. An acquaintance with the mental world of the scholar is a necessary element for successful teaching as well a knowledge of the business and the social world.

Jesse Pomeroy, the boy fiend in Boston, fed his depraved imagination upon the exciting adventures of the dime novels.

I remember visiting two young men in the court-room in Newark, N. J., who, while waiting for the verdict of the jury, in a trial for murder for which they were both hanged, were beguiling those solemn hours with that sort of pabulum which is furnished by the *National Police Gazette*.

There is a vivid story by Wilkie Collins known as *The Moonstone*. It describes the way in which, when this precious gem, the moonstone, was stolen from the forehead of an idol in India, three priests left the temple, and vowed never to return until they had followed the missing prize, and had restored it to its rightful place. The book describes the adventures of these priestly detectives, following the gem over the world, until at last they secured it, and returned it to the sacred shrine. The pathway to all success in life is found in the rule, "Never be above your work." Cannot the teacher in his name follow those jewels, for whom the Master died, through the hard places of life until they are rescued from the hands of the destroyer, and are presented in the Temple of the Hereafter "without spot or wrinkle, or any such thing."—*S. S. Times*.

SOME of the figures of the Post-Office Department are interesting, as showing where most letter writing is done. It seems that New York paid a surplus of \$1,800,000, while Arkansas had a deficit of \$500,000, California of \$600,000, and Texas of \$700,000.

NATURE represents things spiritual. The seen is the type and symbol of the unseen, and that which is seen is temporal, while the things which are unseen are eternal. We live in two worlds—one temporal and the other eternal; the world of forms and the world of realities. With the one we come into communication by our senses; with the other we come into communication by the soul. The next stage of existence will be simply the unfolding or development of this primary stage of being. There is no arbitrary line separating the temporal from the eternal; the one passes over into the other by natural, orderly law. The change induced by death cannot in any way affect our personal identity. We must retain a memory of the past, and the consciousness of possessing the same mental and moral qualities by which we are individualized here on earth. And, if we are to retain our personal identity—without which immortality would not be a gift worth taking—those whom we have known and loved here, we must know and love hereafter.—*BENSON CLARK*.

## EDUCATIONAL NOTES

### NEW YORK CITY.

The Board of Education met on the 12. The two new Commissioners, Mr. Gilbert H. Crawford and Frederick W. Devoe took their seats. Mr. Dowd was called to the chair. Mr. Stephen A. Walker received 17 votes. After taking the chair, he returned thanks; he considered that choice had fallen upon him because of friendship. He considered it a compliment that the Board of Estimate had given the whole sum asked for the schools in a lump sum. This showed the acts of the Board had met with approval. The decisions of the chair in 1880 met with approval; three has been no hot debate; there has been unanimity. He pledged himself to be true to the principles that underlie the beneficent system of our public schools. Lawrence D. Kiernan was elected clerk by 16 votes. John Davenport was elected auditor by 17 votes. Mr. Dowd wanted the Committee on Trustees to consist of five members instead of nine; for when nine men agree on the matter it is impossible to make any changes. Mr. Vermilye, urged the same points, Mr. Kelley and Mr. West opposed. Mr. Beardslee said there was no need of passing a resolution to adopt the by-laws of last year, for the Board was a continuous body and the by-laws were yet in force. Mr. Flynn took the same ground. The City Supt. sent in the report of Supt. of Truancy for December.

The Board of Estimate appropriated for salaries, nautical schools, new buildings, rents, repairs, etc., \$3,620,095. The closing of School No. 10 for damage to heating apparatus was approved.

Trustee John C. Embeck was fully exonerated. Mr. Wickham moved to elect six Supts. for two years.

Mr. Moriarty moved the salaries (of A. S.) should continue the same as last year. Mr. Vermilye said this was contrary to the reduction of salary of employees. Mr. Wickham said the A. S. were really teachers; they hold licenses. Mr. Dowd said the Legislature made a distinction and he believed the salary of the A. S. had been reduced. Mr. Wickham said the reduction would make their pay less than that paid the principals. (Mr. Moriarty referred to the expenses of travel paid by the A. S. That also most of them had graduated as principals. He believed that the matter lay with the Board, and Mr. Beardslee took the position that the A. S. were teachers. The view was too narrow that divided and separated them from the teaching force of the city. The statute had not defined a teacher—who are teachers is left to our common sense. Mr. Flynn supported the same position, Mr. Pellew took the same ground. The salaries of the A. S. had been steadily reduced. They are the key stones of the system.

Messrs. Bell, Dowd, Vermilye, Wetmore, Walker, West, voted against it. But it was adopted, and in the resolution they are recognized as teachers. That is, salaries of the A. S. not to be reduced. Thomas F. Harrison, and Norman A. Calkins were elected as First A. S. John H. Fanning, William Jones, Arthur McMullin, Alex. J. Schem, were elected as Assistant Supts. Mr. Vermilye protested against the A. S. being considered as teachers.

### NOTES.

The principals present were Messrs. White, Litchfield, O'Brien, Hudson, Zabriskie; Inspectors Anderson, Agnew; Thomas Hunter; Supts. Jasper, Fanning, Jones, McMullin.

Some speculation was indulged as to the successor of Judge Nehrbas. It was rumored that William Wood would be appointed and it was hailed with delight. The retirement of Mr. B. F. Manniere, is universally lamented; he has worked most faithfully for the schools. An article that appeared in the *Times* charging that favoritism in the appointment of Catholic trustees and teachers was debated by Messrs. Flynn, Moriarty, and West.

### ELSEWHERE.

LUCRETIA RUDOLPH, now Mrs. General Garfield, was once a teacher in the public schools at Cleveland, Ohio.

ILLINOIS.—The State Teachers' Association met at Springfield, Ill., Dec. 29. Col. F. W. Parker, Quincy, gave a stirring address. He ridiculed the prevalent teaching. It was in most cases, in his mind, pernicious. Promotions should not be made by per cents. The teacher in the next grade should decide the matter by testing the pupil's power to do. Neither did he believe that examinations for promotions should be had. The great aim should be to produce mental development. This should be the great and sole purpose of a teacher's life. Our instruction

did not attain it, nor examinations for promotion. The youthful mind should not be crowded. A crop cannot be realized in a week from the sowing of the seed. We must wait for the growing. He believed in different methods—different ways of teaching. No teacher can judge of the virtue of one method without knowing two methods; cannot tell which method is best without being familiar with all methods, and the principles underlying them. The best way to learn to read is to read. The teacher should be allowed freedom to exercise his or her own judgment to decide upon the capabilities of her pupil's mind to receive instruction—how much and of what character. Common sense should be brought to bear in the management of our schools. They should be managed as other business is managed. If our ships were managed like our schools, they would sink; and if our railroads were managed in the same way they would soon become bankrupt. The colonel concluded by urging the necessity of making teaching an art.

EIGHTY-THREE CENTS A DAY.—Such is the liberal compensation paid teachers in certain towns! And the young lady who wishes to secure such a valuable position as this, is required to spend years in preparing herself for it. She must take a long and laborious course of study, costing her or her parents hundreds of dollars; must undergo examinations in all the common and not a few of the uncommon branches of learning; is in fact informed by her teachers and the superintendent who gives her her certificate "that she cannot know too much for the noble calling which she has adopted, a calling for which the most brilliant and highly cultivated intellect, the most richly stored mind would not be too good or great; the noble task of training young minds and souls for the work of life." Much of this same sort is also said by enthusiastic lecturers at teachers' institutes. And what does the teacher find is the material reward for this noble service? Why, she gets eighty-three cents a day—about enough to pay for her board, with never a penny's margin for hair-pins or shoestrings, to say nothing of dresses and shoes. Out of the rich fund of mental satisfaction which she is permitted to reap, she may be expected to supply all the needs of the body. Now if this teacher had learned the business of dressmaking, which she could have acquired in a few months at but little expense beyond giving her time to it, she would have been able to make from one dollar to one dollar and a half, besides her board, the year round. So much more profitable is it to minister to the needs of the body than of the mind. It is rated as less valuable to teach the community than the mechanical work of making buttonholes or running a sewing machine.

POWERS OF THE BRITISH QUEEN.—The Queen alone can create a peer, baronet, or knight, and confer privileges on private persons. She alone can erect corporations, and raise and regulate fleets and armies, though under such restrictions relating to the appropriation and expenditure of money as make it impossible for her to exercise her power to the detriment of English liberty. She is the head of the Church; she convenes and dissolves all ecclesiastical synods and convocations, and nominates to vacant bishoprics and other Church offices. She sends ambassadors to foreign states, receives ambassadors at home, makes treaties and alliances, and declares war and peace, though her power in these respects also is in a large degree limited by the power of Parliament to enact or reject such laws as may be necessary to make it effective. The Queen appoints her own advisers, irrespective of the wishes or approval of Parliament, and though popularly the Ministry is supposed to possess the whole executive power, no important measure is presented by them to the consideration of Parliament without her sanction and approval. It is not, however, essential that all acts and measures should be presented to Parliament through the channel of the Ministry, and Parliament may originate and pass acts at its pleasure, subject to the constitutional right of the Queen to nullify them by her veto. The Queen can convene Parliament and terminate its sessions at will. She may, with the advice of her Ministers alone, assemble, prorogue, and dissolve Parliament, declare war, confirm or disallow the acts of colonial legislatures, give effect to treaties, extend the term of patents, grant charters of incorporation to companies or municipal bodies, create ecclesiastical districts, regulate the Board of Admiralty, and make appointments to offices in the various departments of the state, create new offices and define the qualifications of persons to fill the same, and declare the periods at which certain acts of Parliament, the operation of which has been left to the Queen and Council, shall be enforced.



## EDUCATIONAL MISCELLANY.

## Ye Pedagogue.

Thou'lt learned is ye Pedagogue,  
 Fulle apt to reade and spelle;  
 And eke to teache ye parts of speeche,  
 And strap ye urchins welle.

For as 'tis meete to soake ye feete,  
 Ye ailinge heade to mende;  
 Ye younker's pate to stimulate,  
 He beats ye other ende!

Righte lordlie is ye Pedagogue  
 As any turban'd Turke;  
 For welle to rule ye District Schoole,  
 It is no idle worke.

For oft Rebellion lurketh there  
 In breaste of secrete foes,  
 Of malice fulle, in waite to pulle  
 Ye Pedagogue his nose!

Sometimes he hears, with trembling feares,  
 Of ye ungoddie rogue  
 On mischieffe bent, with felle intent  
 To lickie ye Pedagogue!

And if ye Pedagogue be smalle,  
 When to ye battell led,  
 In such a plighte, God sende him mighte,  
 To breake ye rogue his heade!

Daye after daye, for little paye,  
 He teacheth what he can,  
 And bears ye yoke, to please ye folke.  
 And ye Committee-man.

Ah! many crosses hath he borne,  
 And many trials founde,  
 Ye while he trudged ye district through.  
 And boarded rounde and rounde!

Ah! many a steake hath he devoured,  
 That, by ye taste and sighte,  
 Was in disdaine, 'twas very plaine,  
 Of Day his patent righte!

Fulle solemn is ye Pedagogue,  
 Amonge ye noisy churles;  
 Yet other while he hath a smile  
 To give ye handsome girls!

And one—ye fayrest mayde of all—  
 To cheere his wayninge life,  
 Shall be, when Springe ye flowers shall bring,  
 Ye Pedagogue his wife!

—JOHN G. SAXE.

For the NEW YORK SCHOOL JOURNAL.

## Politics and History.

By IDA A. AHLBORN.

Taking up a country paper, I read that in a literary society the following question had been discussed and decided in the affirmative: "Resolved, That Thomas Jefferson did more to injure than to benefit this country." At this the editor of this newspaper (Republican) is very indignant and asks: "For what is history taught in our schools? The fact that Thomas Jefferson is the author of the Declaration of Independence ought to entitle him to the respect and gratitude of the American people," etc.

Now, my dear editors, whether Democrat or Republican, don't charge any such erroneous views as youth may entertain in regard to our great statesmen, to teachers or to historians. It is not so much that history is incorrectly taught; it is that it is not enough taught in our schools; and, hence during political campaigns, editors dare to presume upon the ignorance of the people in that they make statements wholly unfounded in history. This is a tribute to popular ignorance. If our youth are to obtain their information wholly from partisan papers, it is not to be wondered that they would resolve that the whole army of patriotic statesmen had better never existed.

A knowledge of our history is a very good basis for political preferences. For want of believers, much of the present falsifying would cease. Thackeray, when he visited America, said what impressed him most was, "The abuse heaped by the newspapers on one another, and it wasn't cleverly done, with the exception of a Philadelphia editor, and I told them to keep a watch on him."

For intelligent citizenship, the people need to know more of our national history, and we are coming, coming, we, the teachers, and political demagogues retreats before us.

## The Normal Schools.

By PROF. H. B. BUCKHAM.

I. What the Normal schools were meant to do for rural schools. The entire history of Normal schools shows but one idea as prevailing in the minds of those who urged their establishment, and but one plan for their continued maintenance, the necessity, namely, of the right and special education of common school teachers. These schools have no right to exist except as they realize this idea. If there is one thing obvious about our common schools, it is that the aching want of better teaching has been and is in the so-called rural districts. These were included in the cry for better education of teachers. These are the most common of our common schools, and it was for their improvement equally with that of city and village schools, if not from this mainly, that Normal schools were established.

II. What these schools are doing for the rural districts. On this point it will be necessary to speak with plainness and to tell the truth, though the truth may flatter no one. The Normal schools are doing but little for the rural schools, if the Normal schools are taken as represented by their graduates. Very few of these graduates ever teach, after graduating, in these schools; scarcely any continue teaching there; but very few are anxious or willing to teach in them, if they can do anything else. I can give no exact statistics, but I think I am within bounds when I say that not more than one-fourth of them ever do service in the mixed schools of the country districts. A commissioner told me this last winter: "I have ninety schools under my care, and only three of them are taught by normal graduates, though we are close to a normal school."

I beg again not to be misunderstood; I am only saying that the part of our schools which most need it and are least able to provide for it are the last to feel this good influence and as yet scarcely feel it at all, and in this I think every commissioner here present will bear me out.

If now we ask, briefly, what are the causes of this meager service, we shall be able to distribute the blame fairly and shall be in better condition to discover the remedy.

1. The teacher, or Normal graduates themselves. Most of these, as already said, were teachers in these schools before entering the Normal school. They went to the latter expressly to prepare themselves for something better; better let us always hope, and for the most part believe in both ability to teach and position and pay. For the most part—and this is the serious part of the matter—they would not have gone to the Normal school at all to acquire their profession for the sake of the little school they were in—that would not have seemed worth while—unless it had been accompanied with the expectation of a better position and determination to get it. This motive is, like the motive of most of us in most things, a mixed motive. None can blame another for bettering his position and increasing his pay, provided he fits himself to do better work and to earn better wages. Nor is this matter made quite right by saying that the teacher also incurs expense and so shares the cost with the state. If the teacher pays his own way in full, then he is free of the craft, and may seek his place and exact his price; if the state pays half and the person gets great personal good, then is not free in quite the same sense and to quite the same degree.

2. The districts are themselves to blame for this scant service. From ignorance, or prejudice, or parsimony they do not seek out qualified teachers, whether from the normal school or elsewhere. They are all too content to let their school go into anybody's hands who can get or extort a license; they are all too willing to "hire" somebody's sister or cousin on local grounds; they are all too willing to be satisfied with the old ways and to resist any "new-fangled" notions, even if they are improvements; and there is not much encouragement for graduates to seek places where their very excellences, were they only understood, are arguments against them.

3. The normal schools themselves are at fault. Nor can I say that the courses of study in normal schools are fully adapted to this kind of school. Their quantity of work is too great, not for the teacher who is to make teaching his career, but for those who will—whether they ought or not—who will teach a term or two or a year or two, and then quit forever. The whole work of a normal school is more than they can do or will do; the part they ought in theory to get most from is the very part their lack of dis-

cipline in all directions would render worthless or farcical. Some people think the professional school will have to get down from its stilts before it can do any common school good; without at all acknowledging that, it will have to make some changes, if it really reaches those who will teach the rural schools.

III. What more they should do. I say it frankly, we must be willing to do and must offer to do more common work. We must acknowledge and work upon the idea that the lowest, and in some respects, poorest schools of the state, must share in the costly products of our system of training schools. We must accept this problem of the rural schools for what it is, the most difficult and pressing school problem of the day, and make it our special business to see that right teachers are prepared for them as they are.

The practical way of doing this is very obvious, viz., that the normal schools should have a special one year's course for country teachers. What should this course include? Only what these rural schools need; that is, the most elementary branches, mainly reading, writing, arithmetic, drawing and language, with geography. But these should be thoroughly taught, as very few of these teachers now know them, and from the start and all along with direct and rigid reference to this—these are the very things you will teach in your schools; therefore, learn them, as you must teach them. Not much theory of teaching could be given, or philosophy of any sort, both because there would be no time and because the students would not have discipline enough to receive it, but ways of teaching and doing all school work—empirical, dogmatic, second-hand ways, if you please—could be taught, the practice of which would greatly improve the schools in question. I would give nothing which would satisfy the philosophy of methods or any idea of so-called professional training, but I would endeavor to put the little knowledge of these poorly educated teachers into shape for use, and to make their crude notions and ways of teaching a little less crude. A year's study under competent and vigorous instructors would do them much good, or would rid the business of all decent excuse for their presence.

What should admit to the class, and what should students have to show for it at the end? Should make the conditions of entering easy, but they should be rigidly enforced. First. Knowledge sufficient for an honest third-grade license; second, a promise to teach, if successful at the school, for a year in the rural districts or to refund to the state a certain fixed sum of money. At the end they should be faithfully examined in all the work of the year—subjects, teaching, observation, all—and if it is satisfactory, they should be licensed for one year by the school, but subject in all cases to the indorsement of the school commissioner of the district, and he should be fully informed, at his request, of the student's work and examinations, and should have the right of inspecting examination papers of any such student.

## The Growing Teacher.

One of the most pitiful sights to see is a dwarf. It saddens one to see the arm that should be well rounded and strong, puny and weak; the feet, made to walk far and rapidly, move slowly and perhaps helplessly. How pitiful to see a man in years but a child in growth! The mechanism of the human frame is wonderful, and we take a satisfaction in seeing it well developed.

Far more wonderful than the powers of the human frame are the capabilities of the mind and soul. There are other kinds of growth than growth of body; and hand in hand with all development of higher powers for the teacher is growth in teaching. There are growing teachers, and teachers who have ceased to grow. Some teachers have been engaged in the work for years, but have not made the least progress in the art. They had certain knowledge when they commenced; they have the same now, but no more. They have no new ideas on the subject of illustrating lessons, upon securing attention, upon keeping order; and, saddest of all, they have not advanced a particle in learning to secure the love and confidence of children. They have not grown, and in all that pertains to teaching they are still babes; we do not say dwarfs, because that implies the impossibility of further growth, and it is always possible for the backward teacher to realize deficiencies and begin to grow anew.

The teacher who would grow must bestir himself, must learn what others have done, and are now doing—must not



be above learning from every available source; must attend teachers' meetings, and brighten up by associating with fellow-workers; in short, must be determined to improve; then, and only then, will success be sure. One who has resolved to go forward in this work cannot be held back. The same perseverance that makes great artists, famous singers, or giants in any profession, will make powerful teachers. The most essential element of success is an earnest, prayerful determination to succeed.

Growing skill in any labor brings pleasure. What work can compare with that of influencing young minds and hearts! And what satisfaction equals that of knowing that one is steadily growing in this power of leading others. The teacher who neglects any help in his growth proclaims that he does not need to grow; says by his conduct that he has reached the full stature of manhood.—*S. S. Times.*

For the NEW YORK SCHOOL JOURNAL.

### The Classic Tales.

By J. MAURICE KAIN.

I would suggest to teachers and parents the advisability of reading to children the fables of mythology, rather than the fairy tales that make such an indelible impression upon their youthful minds; which impression in after years would prove invaluable to them if formed by these beautiful fables, which will tend to extend their enjoyment of literature and art. How many of our greatest poets, such as Byron, Milton, Schiller, Tennyson, etc., have borrowed illustrations from mythology, to say nothing of the subjects it has furnished to our greatest painters and sculptors. There are few museums or galleries of art we may visit without there finding a mythological subject. Writers, essayists, lecturers and public speakers are continually making allusion to these subjects. How many of us look upon a beautiful painting or work of art and fail to appreciate it to its fullest extent because we are ignorant of the subject or legend connected with the work which caused its creation; thereby losing tenfold the interest or pleasure we might have enjoyed.

Who can read *Paradise Lost* with the same appreciation as one familiar with mythology. It is true you can find the definitions of these subjects by referring to a classical dictionary, but reading becomes very tiresome and annoying if one has to resort to this means, and most readers would prefer to let the allusion pass and remain in ignorance, thereby losing the charm of the narrative. They throw the work aside and pronounce it dry reading, when it might have proved interesting. Ask nine children out of every ten about the story of "Jack the Giant Killer" and I venture to say they could repeat the whole story verbatim—then ask them about the story of *Apollo and Daphne*, and they will look puzzled and shake their heads; but if they had read this tale or had it been read to them as it is written in *Bullfinch's Beauties of Mythology*, they would never have forgotten it. The cause that suggested the writing of this article was brought about by overhearing a number of queries upon my travels on the elevated railroad, in reference to the novel *Endymion*, which has been so extensively advertised by news-dealers upon this road—and the answers to these queries caused me a great deal of amusement; one answer in particular of a father to his son, who sat opposite to me in one of these cars, I will try to state as I recall it. As the train neared one of these stations, and halted opposite the newstand—upon which was conspicuously displayed a number of posters bearing the inscription *Endymion*, which attracted the boy's attention—who, turning to his father, asked him what they meant, and he answered "some quack medicine I suppose," and resumed reading, innocent of the amusement he caused me. We will acknowledge the importance of reading to children, and at the same time refreshing our own memories with these beautiful fables.

### Heidelberg.

From Mark Twain's "A Tramp Abroad."

One sees so many students abroad at all hours, that he presently begins to wonder if they ever have any working hours. Some of them have, some of them haven't. Each can choose for himself whether he will work or play; for German university life is a very free life; it seems to have no restraints. The student does not live in the college-buildings, but hires his own lodgings in any locality he prefers, and he takes his meals when and where he pleases. He goes to bed when it suits him, and does not get up at all unless he wants to. He is not entered at the uni-

versity for any particular length of time; so he is likely to change about. He passes no examination upon entering college. He merely pays a trifling fee of five or ten dollars, receives a card entitling him to the privileges of the university, and that is the end of it. He is now ready for business—or play, as he shall prefer. If he elects to work, he finds a large list of lectures to choose from. He selects the subjects which he will study, and enters his name for these studies; but he can skip attendance.

The result of this system is, that lecture-courses upon specialities of an unusual nature are often delivered to very slim audiences, while those upon more practical and everyday matters of education are delivered to very large ones. I heard of one case where, day after day, the lecturer's audience consisted of three students, and always the same three. But one day two of them remained away. The lecturer began as usual,

"Gentlemen,"—

then, without a smile, he corrected himself, saying,

"Sir"—and went on with his discourse.

It is said that the vast majority of the Heidelberg students are hard workers, and make the most of their opportunities; that they have no surplus means to spend in dissipation, and no time to spare for frolicking. One lecture follows right on the heels of another, with very little time for the student to get out of one hall and into the next; but the industrious ones manage it by going on a trot. The professors assist them in the saving of their time by being promptly in their little boxed-up pulpits when the hours strike, and as promptly out again when the hour finishes. I entered an empty lecture room one day just before the clock struck. The place had simple, unpainted pine desks and benches for about two hundred persons.

About a minute before the clock struck, a hundred and fifty students swarmed in, rushed to their seats, immediately spread open their note-books and dipped their pens in the ink. When the clock began to strike, a burly professor entered, was received with a round of applause, moved swiftly down the center aisle, said "Gentlemen," and began to talk as he climbed his pulpit steps; and by the time he had arrived in his box and faced his audience, his lecture was well under way and all the pens were going. He had no notes, he talked with prodigious rapidity and energy for an hour, then the students began to remind him in certain well understood ways that his time was up; he seized his hat, still talking, proceeded swiftly down his pulpit steps, got out the last word of his discourse as he struck the floor; everybody rose respectfully, and he swept rapidly down the aisle and disappeared. An instant rush for some other lecture room followed, and in a minute I was alone with the empty benches once more.

Yes, without doubt, idle students are not the rule. Out of eight hundred in the town, I knew the faces of only about fifty; but these I saw everywhere, and daily. They walked about the streets and the wooded hills; they drove in cabs, they boated on the river, they sipped beer and coffee, afterwards, in the Schloss gardens. A good many of them wore the colored caps of the corps. They were finely and fashionably dressed, their manners were quite superb, and they led an easy, careless, comfortable life. If a dozen of them sat together and a lady or a gentleman passed whom one of them knew and saluted, they all rose to their feet and took off their caps. The members of a corps always received a fellow member in this way, too; but they paid no attention to members of other corps, they did not seem to see them. This was not a discourtesy; it was only a part of the elaborate and rigid corps-etiquette.

There seems to be no chilly distance existing between the German students and the professor; but on the contrary, a companionable intercourse, the opposite of chilliness and reserve. When the professor enters a beer hall in the evening where students are gathered together, these rise up and take off their caps, and invite the old gentleman to sit with them and partake. He accepts, and the pleasant talk and the beer flow for an hour or two, and by and by the professor, properly charged and comfortable, gives a cordial good night, while the students stand bowing and uncovered; and then he moves on his happy way homeward with all his vast cargo of learning afloat in his hold. Nobody finds fault or feels outraged; no harm has been done.

Mississippi has repealed its just law requiring the signatures of women as well as men to petitions for licensing liquor shops.

### Important Events.

**ENGLAND.**—Military preparations are being made to quiet Ireland; the Orangemen are aiding; the Land League opposing; the Pope urges the Irish clergy to sustain the government.—George Eliot is dead. Her admirers propose to have her buried in Westminster Abbey.—Lord Dufferin has been appointed Governor-General of India.

**RUSSIA.**—The students still hold meetings and draw up petitions.

**GREECE** refuses to submit her claims against Turkey to arbitration.

**GERMANY.**—The ill-treatment of the Jews has induced many wealthy families to emigrate to France.

**UNITED STATES.**—A snow-storm attended with great cold prevailed on the Atlantic coast Dec. 28 and 29.—In Congress a speech is expected from Senator Conkling.—The exports for 1880 were thirty millions over those of 1879.—The Central and Union Pacific R. Ra. are to be consolidated.—Scarlet fever rages at Hazeldale, Pa.—"Uncle Tom," the hero in Mrs. Stowe's "Uncle Tom's Cabin," is still alive at the age of 92.

For the NEW YORK SCHOOL JOURNAL.

### The Real End.

A leading periodical in commenting on the life and work of the late Joseph Harrison of Philadelphia, says: "It is a significant circumstance, and one that furnishes the basis of the severest criticism of the current methods of academic instruction, that men who, like Mr. Harrison, have attained signal eminence for originality of thought have rarely been men of much schooling."

Without desiring to defend many of the "current methods" above referred to, it seems well to review some of the current notions of the possibilities and mission of academic instruction. Is it not a somewhat prevalent belief that academics ought to turn out men like the most eminent and successful, original thinkers, discoverers, innovators, authors, etc., and to consider them a failure, so far as their graduates fall short of "eminent" results?

Mr. Decker puts out a sign, *Saws Filed Here*. Wishing my hand-saw put in order, I am on my way to patronize him, when I am stopped by a well-dressed, "easy-spoken" man who volunteers to give me a few facts about Mr. Decker's business, which may save me needless expense and disappointment. He proceeds to inform me that a friend who makes a living by sawing wood, after having his saw sharpened by Mr. D—, found that it became dulled by a few hours' use; a cousin's saw was in as sad a plight as before after half a day's use in cutting up old railroad ties. Mr. D— had sharpened several saws for his brother, who was a carpenter, and not one of them had ever been known to cut a board so as to make a joint, while his father when he was a boy at home had paid well for the services of this same man on some half a dozen saws, with all of which a cord of wood was never afterwards cut up. "But," he continued, "my next neighbor has a twelve year old boy, who from the steel of an old hoop skirt, has filed and rigged a scroll saw with which he has done some very remarkable jobs. Indeed, sir, he took the premium at the fair over all the boys whose expensive jig saws were filed at Decker's." These telling facts are followed by the impressive assertion, that Mr. Decker is undoubtedly a sad failure as a saw-filer.

This criticism may not be as intelligent, as much that is uttered on academic instruction, but it is somewhat like it in kind. Only a little consideration is needed to convince one that schools should not be expected to guarantee the quality of the minds they are preparing for use, nor to furnish intellectual faculties; that they cannot supply worthy purposes to those who are fixed in purposeless lives, nor dictate the uses their graduates shall make of their powers and acquirements. The uses and development of a mind are determined mainly by the purpose and necessities of its possessor, with due allowance for inherited tendencies and deficiencies.

In so far as schools are depended upon to provide principles and purposes foreign to home life and influences, they will be charged with failure. In so far as schools are expected to make men and women of usefulness of boys and girls who have no higher plans and ambitions than immediate pleasure and gratification of the senses, they will disappoint their patrons.

In so far as schools profess to do any thing more than to



afford increased facilities for the young to prepare themselves for usefulness in some field of activity, which they must choose, and in which they must exert their energies, they will be a snare and delusion.

Mr. Decker might reasonably answer his critic: "If you bring to me a good saw, and use it for a good purpose till you are able to use it skillfully, you will be satisfied with my filing." It would seem that an almost certain way to doom young people to mediocrity is to provide for them a supply of all needs and a pleasant position in society. To insure our sons to lives of dissipation, little more is necessary than to leave them to pleasure seeking, to allow them to feel that they may justly seek and demand a certain amount of daily "fun."

Young men who are inspired with noble purposes in self-denial and rigid discipline with the daily necessities of poverty upon them, are almost sure to rise with or without scholastic advantages. There is no doubt that much of the fault of home instruction is charged upon academic instruction. It is a mistake, also, to assume that the highest use which can be made of a sharpened saw is, to cut out novel designs which may command the premium at a country fair. No healthy institution of learning puts before its patrons the acquirement of notoriety or the praises of society. Our honest, intelligent farmer or mechanic discharging well the duties of citizen and husband and father, may do more for the security of the Republic and the elevation of society than a thousand "eminent" inventors and authors. Let us endeavor to teach our young people to live humble, contented lives in honest obscurity within the bounds of an average income. D. D. B.

### Industrial Schools.

The matter of industrial schools is under advisement in several of our states. Massachusetts has made the most advance in this direction. The study of what such schools have already done for France, Belgium, Germany, and England well becomes our statesmen and political economists.

How to modify our plans so as to embrace industrial education is now an important question. Already drawing—as preparatory to art and to construction of models—has acquired a place in common-school course. We believe every child, after seven, is better off for being kept employed somehow, under direction, for at least six or seven hours a day. How to avoid the prolonged sitting; how to have an admixture of studies, that will relieve tension; or how to mix study, work, and play to the best advantage is another and no less important question. It is believed by many that the solution lies in the direction of the combination of manual labor with study, so as to make it a part of the discipline and instruction of the pupil. Of the labor or half-time schools, in which this method has been tried, we have had four kinds.

The Oberlin plan was a combination of labor and study, in order to make the labor pay for the tuition. This is really making of the labor a drudgery. As such, it did not succeed. It is scarcely fair to quote this as an example of half-time schools. While the exercise obtained tended to secure better health, yet with some it made an overstrain, both of mental and physical effort, and so was not useful.

The Salem School is so arranged as to give factory operatives opportunities of education, and is not an attempt to combine study and work in the interests of health. The usual night schools of our cities have the same object. Real half-time schools are those in which a part of the time is devoted to instruction in the usual branches of common education, and a part to instruction and practice in some line of industry. Boston has carried out the plan by devoting part of school-hours to sewing and the cutting out of work and by practice in certain forms of molding and wood-work.

It has been noticeable that this kind of combination has not only been an exercise and diversion, but that it has led to greater progress in study. The pupil is rested by the change, and, also, seeing the need of knowledge for immediate practical use, is thus stimulated to acquire it. It cannot be denied that there are perils to health in the school-room, and that we need to be studying some modifications of our system in the interests of bodily vigor. We ask that these industrial schools be more thought of in their bearing on public welfare, and not less in their ability to correct those present errors of education.—*Independent*.

### George Eliot.

George Eliot died Dec. 22, at her home in London. She was born in Warwickshire, in 1820. About 1844 she began her literary career hidden behind the masque of the name she assumed, and working in secrecy, left her publisher and the public in doubt both as to her name and her sex. In 1846 she translated Strauss's "Life of Christ," and did it uncommonly well. This was followed eight years later by Feuerbach's "Essence of Christianity." But the public attention was not drawn to her until, in the next year, 1857, she published in *Blackwood* "Scenes from Clerical Life." From this moment she rose rapidly to the highest fame. "Adam Bede," published in 1859, is still claimed by many of her admirers as her best achievement. This was soon followed by "The Mill on the Floss," and in 1861 by "Silas Marner." "Romola" was written in 1863; "Felix Holt, the Radical," in 1866. "Middlemarch," "Daniel Deronda," and the philosophical "Theophrastus Such," have all come out since 1871. Her recognized literary activity covers, therefore, a period of about twenty-three years. Thoughtful readers will say that there is nothing like "Middlemarch;" but special admirers of "George Eliot" bestow their highest praises on "Romola." It is in these works especially that we see her as the novelist of the advanced liberal school.

### The Co-Education of the Sexes.

Are mixed schools favorable to the early education of girls in manners, mind and morals? Let us examine, in the first place, that which is the least important branch of female education, the cultivation of good manners, which fit girls to grace and shine in social and home circles. Is there any thing in mixed schools fitted with certainty to mold, in this respect, a girl of tender and impressible age? Does her contact with crowds of boys do it? Would not the same contact with her own gentle sex do it better? Every body knows what the average boy is at school, especially when he is away from home. Insubordination is his spirit. Is that the spirit of a girl? Without parental restraint, boys ignore other authority; and, to say no more, they are often uncouth and rough. Besides, they are naturally leaders, and where they go before girls follow; and thus "evil communications corrupt good manners."

But let us, in the second place, examine the mental development of girls. Little can be done for it without close and undivided attention. As we have said at this age girls are tender and impressible, but are often giddy, also. The evidence of their giddiness has frequently been seen at school, but all of it cannot here be told. A giddy girl does not look long at a beardless boy till he looms up, in her sight, a real man. And now she talks incessantly about (?) the gentlemen; she is pleased with their attentions; and when the attentions of some of them become frequent and marked, then she thinks of love, and dreams of matrimony. And when a girl reaches that stage, then, while her fever lasts, study is a farce, and school life is a failure.

"But this is not the case with all girls, nor with the many," it will be answered. This is not affirmed; but it is the case of with some, nevertheless, and any system of education which bears naturally, through meagerly, such fruit, is not a good tree, and it ought to be said: "Cut it down; why cumbereth it the ground?" Anyhow, it is the duty of a parent, certainly, to ask seriously the question: If I send my daughter to such a school, may not she possibly be found among the giddy few, with them become dazed and love sick, and, for this reason, thwart her early mental development?

Finally, let us examine the most important part of a girl's education—her moral training. What bearing has a mixed school morally upon a tender, impressible, and giddy girl in the early stages of her education? Or is it wise and well to place her where private meetings without restraint with the other sex are actual, or probable, or even possible? With what constant and earnest solicitude is this point guarded at home? And if ever the guard sleep on duty there, how often is a sad story told of the consequences of the lack of prudence? Are such private meetings prevented at mixed schools? "Yes," it may be answered, "they generally are."

But that is not the question; it is, are they *always* prevented? And no one can positively and honestly answer, Yes; for, neither dividing lines, nor locks and bars, nor the most careful oversight and constant guard-an-care have ever prevented, in all cases, such meetings.

I know what answer will be made to this charge "Such clandestine meetings are not prevented at female seminaries, nor even at home."

No, alas! they are not; there is moral danger for the young girl everywhere. But there is more such danger in some places than in others. And this is the order of that danger here: the greatest danger is in the mixed school; the less is in the female school; and the least is in the well-regulated home. What, therefore, is the conclusion of the whole matter? If possible, in the formative period of a girl's life, when the foundation of her education, in all its phases, is being laid, by all means keep her at home, under the care of a mother, whose eye is always keen, whose knowledge of her own sex is intuitive, whose heart is full of love, and whose guardianship over her children is never a burden, but a willing and everblessed task. If, however, that daughter, in early girlhood, must be sent from home, to begin among strangers her education, then send her where its foundation in manners, intellect, and heart will be laid with the least possible danger, and with the greatest certainty; and I believe that a school for girls only is just such a place.—Rev. W. Spottswood, in *Christian Advocate*.

### Questionable.

Thousands of so-called "question books" are bought by teachers in all parts of the country. In order to attract attention, one publisher uses the following language in an advertisement: "Many county superintendents use it in their institutes in preparing teachers for examination." What are they? Nothing more nor less than books of questions and answers. Is it possible that a county superintendent or any other person has so little brains as to prepare a teacher for examination? If it be a question of giving him a certificate, why not issue it without preparing (?) him to answer set questions? It appears that too many persons are engaged in cramming just for the sake of palming off something that is counterfeit, rotten to the core, and it is also true that there are many seeking the position of teacher who are too willing to be thus humbugged. There are a great many "quacks" in our ranks, many who have bot house methods of making teachers (?) scholars (?). There are also many "quacks" who are making books for market who "blow their horn" with as much impudence as an established "quack doctor."—*Eclectic Teacher*.

A TEACHER who wishes to be accomplished and successful must love the labor of instruction, and must consecrate all to the best interest of his pupils. He needs a vigorous and flexible mind, a quick perception of character, a masterly knowledge of ways and means.

The death of Mr. Edward Lloyd Ford of the publishing house of Fords, Howard & Hulbert will bring sadness to many hearts. He contributed much to the success of the *Christian Union*. He lived much in a few years and his life was spent in labors for the best things. He died at the early age of thirty six, after having done more good work than many a man who lives out his full three score and ten.

A STATUE of Admiral Farragut, executed by Vinnie Ream Hoxie, has been placed in position in Farragut Square, Washington. It is of bronze out of the old propeller of Farragut's flagship, the Hartford. It represents the admiral with a marine-glass in hand, one foot resting upon a block and tackle, and stands upon a pedestal of Maine granite ten and a half feet high. The entire cost was \$20,000.

At a recent meeting of the New York Academy of Sciences, Prof. H. C. Hitchcock gave reasons for believing that volcanoes, very similar to those now active in certain parts of the earth, formerly existed in considerable numbers in New England. He described fully the physical aspects of Mt. Ascutney, in Windsor, Vt., as a typical example. This mountain consists of two conical peaks, the highest rising 2,000 feet above the general high land adjacent, or 3,186 feet above the sea. This cone is found to be composed of syenite and to have the shape of the letter T. No other similar mass of rock is to be found for many miles ejected from a volcano. Numerous similar examples in New Hampshire are found in the White Mountains—such as Mts. Osceola, Tripyramid, Passaconaway, Ochoona, Pequawket, Green, Twin, Profile, Starr King, etc. The epoch of these New England volcanoes must have been in the Primordial or Cambro-Silurian period.



## FOR THE SCHOLARS.

## The Lost Ring.

BY WARREN TROWBRIDGE.

Hattie Garfield had been presented with a gold ring by her aunt in New York; it was set with a beautiful blue amethyst, and altogether excited a good deal of interest in the entire school district. Every one in Paxton had heard of Hattie's gold ring, and when she went to Sunday school or singing school, the girls and boys looked at Hattie's hand to see it. No one envied her, for she was a great favorite; in fact, all were glad she had it; it was agreed that if any one deserved a present, Hattie was the one. But a good many were set to wishing they owned just such a ring; and every girl who tried it on, (and this had been done by nearly every one in the school), thought such a ring would ornament her hand wonderfully. In the midst of all this admiration and talk the ring disappeared suddenly and mysteriously, and this occasioned more wonderment than anything else; and it is this what I am going to tell you about.

In the Paxton district was a family by the name of Whipple—there were six Whipple sons and no daughters at all; so a girl was "taken"—that is, one of a poor widow's daughters was "taken to bring up." Her name was Letitia Blackwell and she fitted her name exactly, for her eyes, and hair, and complexion were very dark. I used to feel sorry for her, for she worked hard and looked sad. She was spoken of as the "bound girl," because she was "bound out," by her mother to stay with Mr. Whipple until she was eighteen years old; then, being of age, she was to have a feather bed, a pair of sheets, a blanket, two coverlets and two good dresses, and fifty dollars in money; she was to go to school three months each year. In the district school that winter Harrison Reed was a pupil, because the teacher understood Latin. This boy was a tall, near-sighted, absent minded fellow, good for nothing on the farm, and only happy in manufacturing some "contrivance" by which labor could be performed by machinery; now and then he devised something new and strange in the way of a windmill. On his father's barn was one, by which a negro was made to turn a crank for another to grind a scythe; on another two men plied the flail—whenever the wind blew. It was said by the neighbors "the only thing Reed can do with that boy is to send him to college; he will either turn out a very smart man or a first class fool;" and Mr. Reed followed the advice.

The teacher took great pains with the penmanship, and Hattie made so much improvement that she was made monitor; and had a desk all to herself in one corner of the room where she kept the writing books. Each scholar had received an empty pen-box in which to keep his pens, and each had a pen-wiper; in fact, for the first time things had been done in an orderly way. When the time was up a signal was given for wiping the pens and for drying the writing with a blotter. Hattie Garfield had taken off her new ring and put it in her pen box and this was on her desk in full view. When the signal for putting away books, etc., for the noon recess came, she took up her pen box to get her ring and to her dismay and astonishment the ring was gone! She could hardly speak. She hurried to the teacher and told him and he too inspected the box; yes, it was gone. The news was told and all wondered. The inquiry arose in the mind of each, "Who has taken it?"

Now, several had been to the monitor's desk; it was a central point, but Letitia Blackwell had seemed to "hang around" the monitor's desk that morning—at least several of the girls thought so; and she had tried on the ring, so Hattie said, and that was really the last she had seen of it.

"Did you see her put it back into the box?" said the teacher.

"No, but I supposed she did."

"And so I did" said Letty in an angry voice. "I hope I am not taken for a thief."

"No one accuses you yet," said the teacher; "the ring is gone and we must try and find it."

But it refused to be found and after a half-hour's delay a recess was taken. Little was talked over but the mystery of the ring. Every one who had been near the monitor's desk was questioned, but no light was thrown on the darkness. Some had seen the ring for the box was open part of the time; others had seen the box with the cover on it, and there the box was with the pens in it, but no ring.

A feeling of suspicion began to arise, and it grew stronger and stronger during the recess. Looks told it if words did not. Finally Letty was heard in loud and angry tones:—

"I haven't got the ring; you had better search my pockets and see if you don't believe me."

And no one answered for all had settled in their minds that she was guilty. When "school was called" all took their seats and looked at her in silence. The teacher having made up his mind said:—

"Letitia Blackwell, you are accused of having taken the ring; you had better confess it."

The poor girl broke out into passionate denials and hysterical sobbings; yet as there was none else to suspect, she was believed to be guilty. Many of the girls cried in sympathy. Then the teacher asked each singly, but all denied any knowledge of the missing ornament.

"Mr. Watson," said Hattie, "I would rather never find it than have so much trouble; pray, let it drop, perhaps it will be found."

Very little study was done that afternoon, and the gloomy December day wore on slowly. At last it was four o'clock. The order to "put away books" was given. Hattie took up her pen-box and was just going to put in the pen she had been using, when she exclaimed:

"Why, this is not my box!"

Then there was a commotion indeed!

"Who has Hattie Garfield's pen-box?" was the question. At once all looked at Letty Blackwell's desk; her box was examined.

"That is not mine either," and so the search begun and it took a considerable time for the boxes were of the same size and looked much alike. At last nearly all had shown their boxes to Hattie, but she had not recognized hers among them. All of this time Harrison Reed had seemed bewildered and in a dream. He was trying "to cipher it out." He had a problem in his head of a lost ring and now if he could discover it he would be immortalized! His dream was interrupted by the teacher:—

"Harrison where is your pen-box?"

After bustling about and not finding it one of the boys said:—

"It is in his pocket; he puts everything in his pockets."

He put in his hand and drew forth the box.

"That is mine," said Hattie.

The box was handed to her and on opening it—there was the ring. Then all was plain in a moment; Harrison while standing by Hattie's desk had exchanged his box for hers; it was his usual way of doing things "to make a bungle!" Absent mindedness had done it. Standing by her desk and taking up her box while she was selecting him a copy, he had left his box and taken hers!

No one felt so bad as this young man, who if a bungler was a kind hearted fellow as ever lived.

"It is too bad" he said over and over. How angry he was with himself!

Then the scholars felt they must apologize to Letty, and she was assured again and again of their love and esteem.

At some other time I will tell you more of these three scholars.

## How Paper is Made.

BY C. C.

The exact time at which the process of making paper was discovered is not known, but it was probably in the fourteenth century. This delicate and beautiful substance is made from some of the meanest, dirtiest, and most disgusting materials,—mainly old rags. These are gathered from the streets, dunghills, and gutters by rag-pickers; or bought by people who make it a business to go around to the houses and collect them. They are sold to the rag-merchant, who pays from two to four cents a pound, according to the quality. When the rag-merchant has collected a sufficient quantity of rags, he disposes of them to the owner of the paper mill. Here they are given to women to sort and pick, with sharp knives they carefully pick out all the seams. They are next placed in a dusting machine, where they receive some degree of cleansing. Next, the rags are conveyed to the mill, and put into a large trough, or cistern, into which a pipe of cleanspring water is continually flowing. A large cylinder set thick with spikes is placed in the cistern. At the bottom of the trough, there are corresponding rows of spikes. The cylinder is made to whirl around with great rapidity, and with its iron teeth it tears the cloth in every possible direction. By the assistance of the water, which is continually flowing through the cistern, it is thoroughly masticated, and reduced to a fine pulp. By this process all its impurities are cleaned away, and it is restored to its original whiteness. It takes about six hours to accomplish this. To improve its color, they put in a little smalt, which gives it a bluish cast, which all paper has more or less. This

pulp is next put into a copper tank of warm water. It is of the substance of paper, but the form must now be given to it. For this purpose they use a mould, which is made of wire. This is dipped into the tank, and as much of the pulp as is wanted for the thickness of the sheet is retained. After draining it, this pulp is turned out a thin sheet upon soft felt. On this thin sheet another piece of felt is placed; next, another thin sheet of paper, then felt, and so on, till they have made a pile of forty or fifty. Next they are pressed with a large screw-press, which forces out the water and gives them consistence. The felts are taken off and the paper hung on lines to dry, where it remains from one week to ten days, which further whitens it. It next receives size, which is a certain kind of starch. This is to prevent the ink from the pen striking in. The sheets are just dipped into the size and taken out again. They are then hung up again to dry, and when dry are taken to the finishing-room, where they are pressed in dry presses, which gives them their last gloss and smoothness. Next they are counted up into quires, made up in reams, boxed, and sent to the stationers, from whom we receive it. The whole process of paper making takes about three weeks.

## Golden Thoughts.

If thou desire to be held wise, be so wise as to hold thy tongue.—QUARLES.

An idle reason lessens the weight of the good ones you gave before.—SWIFT.

Nothing is ever done beautifully which is done in rivalry, nor nobly, which is done in pride.—RUSKIN.

Let your zeal begin upon yourself; then you may with justice extend it to your neighbors.—THOMAS A. KEMPIS.

It is right to be contented with what we have, but never with what we are.—SIS J. MACINTOSH.

True glory takes root and even spreads; all false pretences, like flowers, fall to the ground; nor can the counterfeit last long.—CICERO.

To rejoice in another's prosperity is to give content to your own lot; to mitigate another's grief is to alleviate or dispel your own.—T. EDWARDS.

Four things belong to a judge; to hear cautiously, to answer wisely, to consider soberly, and to decide impartially.—SOCRATES.

How narrow our souls become when absorbed in any present good or ill! It is only the thought of the future that makes them great.—RICHYER.

The essence of true nobility is neglect of self. Let the thought of self pass in, and the beauty of great action is gone, like the bloom from a soiled flower.—FROUDE.

Be docile to thine unseen Guide;

Love Him as He loves thee;

Time and obedience are enough,

And thou a saint shall be.—FABER.

BERLIN's population is said to be 1,118,630. At the beginning of the the present century it had only about 200,000 inhabitants.

A Glens Falls, N. Y., paper mill sent recently a continuous roll of paper to New York, four and a-half miles long and weighing 1,000 pounds. It is used for the newspapers.

INWOOD, the sight finally selected for the New York exposition, is in the northwest part of the island. The elevated roads will reach it, the time from the City Hall being only fifty minutes.

THE ART STUDENTS' LEAGUE.—A photograph of Munkacsy's painting of his wife and himself in his studio. "In the Garden," an exceedingly artistic and strong work, by C. G. Hellqvist, a Swedish painter living in Munich. Jarvis McEntee was represented by a good landscape in oil and a number of studies in the same medium. A series of very interesting reproductions of charcoal studies by Millet, were loaned by Cottier & Co.

CHRISTIAN K. ROSS, the father of Charley Ross, says "The only tidings I have ever received of Charley since he was stolen was the demand for a ransom of \$20,000. If I had paid that I would have him long before this. As it is I spent \$60,000, and have not got him. I still have detectives employed and hope in time to find him. I have examined more than three hundred lost children in the search, some of whom had been stolen."

HORSFORD'S ACID PHOSPHATE, by its healthful action up on the nervous system and stomach, relieves Indigestion, Headache, etc.



## BOOK DEPARTMENT.

## NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

**THE AMATEUR POTTERY AND GLASS PAINTER**, with directions for gilding, chasing, burnishing, bronzing and general laying by E. Campbell Hancock, New York: J. Marsching & Co. London: Chapman & Hall.

The subjects treated of in this work will be of interest to a large class; and the desire to become a proficient in the arts of painting on pottery and glass is a laudable one. The whole subject is so new that art students and professional teachers need assistance. This volume will be welcomed for its trustworthiness. It covers a ground that is to be traversed by all workers in this style of coloring. It takes up the different kinds of ceramic art, enamel, under-glaze and majolica. It describes the implements and materials, oils, brushes and colors. It tells how to mix and use them. It tells how to use gold, silver, and bronze and how to chase and burnish.

It has a large number of illustrations that will add materially to its value. The frontispiece is an elegant subject and suitable for copying. The appendix has many valuable hints concerning different kinds of ware.

The American house of J. Marsching & Co., 21 Park Place, it is proper here to notice, are not only the publishers of this volume, but are dealers in all kinds of materials for artists in pottery and glass. They have unusual facilities and will send catalogues to all asking for them.

**The Ceramic Art of Japan**, a superb work, whose illustrated plates in monochrome, autotype, photo-lithography, and in wood engravings are delightful. Scribner & Welford.

## NEW MUSIC.

**The Musical World of Cleveland**, devotes itself to enlightening teachers of music, although its contents are always interesting to persons who give music any share of their thoughts. The able hand of Karl Merz is discerned not only in the answers to letters (which are a pleasant feature, but in the selection and arrangement of articles that cannot fail to advance the cause of music. Of the several songs and other music in the December number, we mention a "Cantilena," for violin and piano, and a potpourri of "La Fille du Tambour Major."

**The Young Folks' Musical Monthly** improves in each appearance upon its selection of music. Its pages for December contain one of Abt's songs, a march by Carl Faust, and a song and chorus by Chas. D. Blake. We would like to know how this paper comes by its name.

Goulland's **Monthly Journal** furnishes twelve pages of music each month, with a few home and foreign notes. For December there are two songs appropriate for Christmas times and a march by W. Eaton Brown, among the music.

## PAMPHLETS.

Vennor's **Almanac and Weather Record** for 1880-81, New York: American News Company. Price twenty-five cents.—**Teachers' Institute of Greene County, Penn.**—Summary of French Pronunciation. By Alfred Hennequin, Ann Arbor, Mich.: Sheehan & Co.—**Primary Fridays.** By Helen Gilbert, Chicago: S. R. Winchell & Co. Price twenty-five cents. This collection of recitations, original and selected for primary pupils, is varied and pleasing and will meet with great favor.—**The Origin of Species**, by Thomas Hardy,

New York: J. Fitzgerald. Price fifteen cents.—This is a reprint of a well known lecture; it is well gotten up.

## GENERAL NOTES.

**LORD Beaconsfield**, it is said, received over fifty thousand dollars for his new novel, "Eudymion."

It has been found necessary to make a second set of stereotype plates for the printing of Judge Tourgee's second book, "Bricks Without Straw," so largely are the orders ahead of the supply.

Messrs. Ivion, Blakeman, Taylor & Co. have leased the large and spacious buildings, Nos. 753 and 755 Broadway, and will remove their business to the new location about the first of February. The immense business of this house is increasing each year. The excellent text books they publish causes a demand for more.

**A LIBERAL OFFER**—Having arranged clubbing terms with the *North American Review*, we are enabled to offer that foremost of American periodicals, together with the *JOURNAL*, at the low price of \$5.75 per year. The *Review* is the organ of the best minds of America, nearly every writer of note in the country being a contributor to it. It discusses the subjects that are most prominent in the public thought at the time, and presents both sides of all important questions. It combines to a considerable extent the thoroughness of the *Cyclopædia* with the timeliness of the daily paper. It should be read by the professional man, the student, the merchant, the manufacturer, the farmer; in fact by every one who wishes to form intelligent opinions on the events of the day.

## Literary Items.

**Five Little Little Southerners**, by Mary W. Porter, of Louisiana, will be an amusing volume. D. Lothrop & Co.

**Greek Wit** is a handy little volume for the pocket, containing classic epigrams and petty anecdotes that show the ancients to have been by no means deficient in humor. It is one of Scribner & Welford's new books.

**The Bench and Bar of Mississippi**, by J. D. Lynch, illustrated by about a dozen steel engravings of some of the distinguished persons whose biographies are attached. E. J. Hale & Son.

**Arrows of the Chase**, a series of letters by Ruskin, on Art, Science, and Politics. They are edited by an Oxford pupil, with a preface by the author, and will be issued in a twelve mo. volume, with illustration. J. Wiley & Sons.

**The Demon of Cawnpore**, by Jules Verne, is promised. It is the first part of the author's curious work, *The Steam House*, which is a house on wheels, drawn by an engine in the shape of an elephant. Charles Scribner & Sons.

VERY few people know what love is, and very few of those that do, tell of it.—**Mme. GUIZOT.**

SOME one who believes that "brevity is the soul of wit" writes, "Don't eat stale Q cumpers. They'll W up."

THE tree keeps its trunk in good order during the winter so that it will be ready to leave early in the spring.

**Gen. Garibaldi** is grievously broken in health. He reclines or sits up all day long in his bed and can move neither hand nor foot.

**CLASS in history.**—Professor—"What important personage was confined on the island of St. Helena?" Mr. H.—"Robinson Crusoe."

**DE LEBBUPS** says that 1,800,000 shares of the Panama Canal have been subscribed by

200,000 persons. The greatest subscriber is France; and next to France, Spain.

THERE is talk in Western Missouri of making a new State, to be called West Missouri, out of the Sixth, Seventh, Eighth, Ninth, Tenth Congressional District—51 counties in all.

The will of Mrs. Maggie Embry, which was admitted to probate recently in Elkton, Ky., gives \$200,000 in Louisville and Nashville Railroad stock to the Vanderbilt University at Nashville.

Mr. Darwin, the naturalist, though confined to his bed by illness, is still able to read and prosecute his researches, working only from eight to ten o'clock. His stomach is most severely affected and he experiences great bodily debility.

PRINCE Rudolph of Austria will receive as a holiday gift the marriage ring of his great ancestor, Maria Theresa. It will be presented to him by the cloister of St. Elizabeth at Klagenfurt, to which it was bequeathed by the Archduchess Maria Anna, daughter of the empress.

The Austrian Government has recently made the instruction in agriculture, horticulture, and agricultural legislation obligatory in all the male normal schools. In the female normal schools the students are obliged to follow the courses in needlework and domestic economy.

THERE are few souls who are so vigorously organized as to be able to maintain themselves in the calm of a strong resolve; all honest consciences are capable of the generosity of a day, but almost all succumb the next morning under the effort of the sacrifice.—**Geo. SAND.**

Mrs. Belva A. Lockwood made a few days ago at Washington an argument (her first) before the Supreme court of the United States. She is tall and finely proportioned in figure, with a ruddy complexion and hair prematurely gray, which she brushes straight back from a high forehead, and

gathers in a simple knot behind. She is usually attired in a long, cloth circular, with a slouch hat made of felt, and long gauntlet gloves. She was admitted by special act of Congress several years since, has met with considerable success in her chosen profession, and has a large and lucrative practice.]

## Father is Getting Well.

My daughters say, "How much better father is since he used Hep Bitters." He is getting well after his long suffering from a disease declared incurable, and we are so glad that he used your Bitters.—A lady of Rochester, N. Y.—*Utica Herald.*

## THE

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1. The Fear of the Lord is the beginning of Wisdom. Reverse: Despise Meanness. Cultivate Good Manners.
2. All Mankind Time will one Day be Regretted. Reverse: Six Steps to Honor—Obedience, Truthfulness, Honesty, Kindness, Energy and Perseverance, Piety.
3. Who does the best he can does well; Angels do a more. Reverse: Dare to do Right, Fear to do Wrong.
4. Do Your Duty. Constant Occupation prevents Temptation. Reverse: Speak the Truth, the Whole Truth and Nothing but the Truth. There is always room Up-stairs. Reverse: Avoid Anger, Envy and Jealousy.
5. Thou God seatest me. Reverse: Five Hard Masters—Chewing, Smoking, Lying, Drinking, Swearing. Avoid them. Be free.
6. Hard Study is the Price of Learning. Reverse: The Golden Rule—Do unto others as you would have others do unto you.
7. Dare to say No. Resist Temptation. Acquire Good Habits. Reverse: The Good alone are Great. Live Usefully.
8. Time is Precious. Always Be On Time. Reverse: Be Honest. Value a clear Conscience and a good Name.
9. There is no worse Robber than a bad Book. Reverse: God bless our School.
10. There is no such word as Fail. Where there is a Will there is a Way. Reverse: Never associate with Bad Company.
11. The Lord's Prayer. Reverse: Avoid that which you blame in others.

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## Words of the Wise.

Life outweighs all things if love lies within it.—GORDON.

The things which we enjoy, are passing, and we are passing who enjoy them.—ARCHBISHOP LEIGHTON.

Men are guided less by conscience than by glory; and yet the shortest way to glory is to be guided by conscience.—HANSY HOME.

Kind, loving is the hand that strikes, However keen the smart, If sorrow's discipline can chase One evil from the heart.

—CAROLINE FRY.

It is not growing like a tree In bulk, doth make man better be; Or standing long an oak, three hundred year

To fall a long at last, dry, bald and sere: A lily of a day

Is fairer far in May,

Although it fall and die that night, It was the plant and flower of light. In small proportions we just beauties see, And in short measure life may perfect be.

—BEN JONSON.

Privately, under whatever form it appears, takes from attention its strength, from thought its originality, from feeling its earnestness.—MADAM DE STAEL.

Without earnestness no man is ever great, or does really great things. He may be the cleverest of men; he may be brilliant, entertaining, popular; but he will want weight. No soul-moving picture was ever painted that had not in it the depth of shadow.—PETER BAYNE.

TEMPERANCE MAKING PROGRESS.—Not only have the people of Kansas voted for constitutional prohibition by 20,000 majority, but labor to the same end is now pushed vigorously in Nebraska. Mrs. M. B. Holyoke, formerly officially connected with the Illinois State temperance work, is one who is devoting her labors at present entirely to the Nebraska field, holding mass meetings ever night, with crowded houses, and enlisting and organizing the residents.

Among the list of awards recently given by the American Institute is one for "sustained superiority" to the Joseph Dixon Crucible Company, for graphite pencils. These goods are rapidly taking the place of others for mercantile as well as for artistic use. The demand for the artist's box the past month was far beyond the means of manufacture.

## Answer This.

Did you ever know any person to be ill, without inaction of the stomach, liver or kidneys, or did you ever know one who was well when either was obstructed or inactive; and did you ever know or hear of any case of the kind that Hop Bitters would not cure? Ask your neighbor this same question.—Times.

Judge Levi Parsons of New York has deposited \$50,000 to be held in trust and perpetuity for the benefit of worthy students of Union College, Schenectady, N. Y. Judge Parsons gave \$50,000 to the same college last year to establish a library.

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A Purely Vegetable Preparation; not a violent remedy; and very agreeable to the taste.  
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